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ABSTRACT

The video-based exercises, designed at the Novice High to Intermediate High skill levels on the American Council on the Teaching of Foreign Languages language proficiency scale, are aimed at developing non-interactive listening comprehension. The tapes used contain authentic broadcast Russian. Nothing is adapted. The trick to using real Russian is not to adapt the script, but to adjust the task required of the student. Tasks are basically two types: preparatory and sensitizing. Several recommendations are made on how to plug the exercises into a curriculum: (1) students should do television exercises at home or in the language lab, not in class; (2) students should be given ungraded feedback in English; (3) students should provide feedback; (4) budget enough time; (5) make sure that students do the exercises properly; (6) students must live with the frustration of not understanding every word; (7) students should be encouraged to work together. An additional section to the student gives instructions on how to use video exercises and how they are designed to help with listening comprehension. (AB)

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Instructional Materials for the Less Commonly Taught Languages

ED 360 810

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This section contains exercises on *Большая перемена*, a three-hour feature film in four parts. Using the exercises students at the *Intermediate* level can understand and enjoy the film.

SUGGESTIONS TO THE INSTRUCTOR

The present video-based exercises are aimed at developing non-interactive listening comprehension, or more specifically, understanding authentic broadcast television. I have chosen such a specific goal for two reasons. The first derives from an oft-forgotten axiom: let technology do what it can do best. Instructional video is television's own flesh and blood. What better use for FL video than as a resource for teaching students to undertand what is said over the world's most widespread and influential medium of communication in the language at hand? Second, precisely because television is the medium it is, learning to understand what it is saying and how it is saying it is in and of itself an important goal.

The thinking behind the various exercises is explained in the student introduction (in the following section). However, I would summarize the main points as follows:

Everything on tape is authentic broadcast Russian. Nothing is adapted. The trick to using real Russian is not to adapt the script, but to adjust the task required of the student. Tasks are basically of two types: preparatory and sensitizing.

Preparatory exercises focus the students' attention on what will be said in advance, helping them to predict what they will hear and what to look for. Most common among such items are background points, preparatory questions, and vocabulary lists.

Sensitizing exercises help students to get accustomed to what they have heard so that they will be able to understand similarly constructed items in the future. Such exercises involve recombining elements of the report on which they are currently working. These include word searches, cloze dictation and deriving meaning from context.

There is no "best" way to plug these exercises into a curriculum, but I would make several basic recommendations:

1. **Students should do television exercises at home or in the language lab, not in class.** I recommend that students read all the exercises first and then go to the language lab where they can work at their own pace.

2. **Give students ungraded feedback in English.** In a number of institutions the instructor assigns a due date for a set of exercises. That due date is set aside for class discussion of the exercises *in English*. At that time, the instructor covers each of the exercises one by one, finding out how much the class was able to do on its own. This activity is informal in nature and not graded, except as to whether or not students attempted the work.

   I strongly recommend that the instructor review the exercises *in English*. These are not speaking exercises. Rather, students are learning to comprehend media-authentic scripts read at levels far beyond their ability to communicate. Asking students who speak at the *Novice* and *Intermediate* levels to comment in detail in the target language interferes with the goal of teaching audio comprehension and widening cultural horizons. Discussion in English encourages student inquisitiveness into the cultural backdrop (with both big and small "C") of the reports.

   I recommend that the informal atmosphere of class discussion also extend to correction of specific student answers, especially where grammatical accuracy is neither the prime goal, nor within the students' grasp. For example, in a cloze exercise where the correct answer is **состоялось**, students should not be told that they got the wrong answer if they shout out **состоялись**. After all, the point of such a drill is to give students an ability to recognize that expression, not to put it into their active vocabulary. It is probably most helpful if the instructor gives an encouraging response to any *lexically* correct guess, noting the correct morphological form only in passing.

3. **Get feedback from students.** Find out which scripts and exercises were enjoyable, difficult, and boring. Be aware that the *easiest* scripts are usually the most boring. Students are usually willing to spend a great deal of time with difficult, but interesting material.

4. **Budget enough time.** Assume that students will listen to each script four or five times to complete the accompanying exercises. Therefore a ten-minute tape may encompass up to an hour of time in the lab watching and writing down answers. Such an investment of time requires a cutback in some other form of homework. Students sour on any novelty that adds to the workload without balancing out somewhere else.

5. **Make sure that students do the exercises properly.** Students are strongly advised in the introduction to read all the exercises pertaining to a video segment *aloud* with an attentive ear to stress and reduction before turning on the television. This prepares students to hear what they *expect* to hear. A student who expects to hear [пя́тидеся́ти пя́ти] will not hear [питидисити́ пити́]. Where stress and reduction can be expected to create serious problems (mostly in numbers) pronunciation is given in brackets informally, not in strict transcription, but in a form the student can understand intuitively (e.g. пяти́ becomes [пити́], not [p'it'i]).

6. **Students must learn to live with the frustration of not understanding every word.** In many cases students go through years of language training without once meeting a word that they are not expected to know already or to look up in a glossary. In these exercises students must be made aware that they will *not* recognize most of what they will be hearing. Indeed, the main goal of the exercises is to teach students to "run on empty," that is, to pull some sort of information by whatever means possible, even when ninety percent of the script is obscure.

   In one instance after another, students who are prepared for the *linguistic* frustration respond enthusiastically to the opportunity to watch something that is real.

7. **Encourage students to work together.** These exercises are viewed as a novel and interesting ungraded activity. Weaker students have been found to learn effectively from strong students. In addition, the video setup in most language laboratories (with only two or three monitors to go around) makes working together a necessity.

While my goal is to lay the basis for comprehension strategy, no less noble a goal is that of allowing students a view into the media of another society, one radically different from our own. It is the promise of that glimpse that brings students flocking into the language laboratory.

Richard M. Robin

TO THE TEACHER OF READING

The comparison of television as *the* medium of communication for the end of the twentieth century to print at the beginning is ever popular. Indeed, from a methodological point of view many teachers come to listening proficiency after a positive experience working in reading proficiency.

However, I pull back from the analogy, if not for philosophical considerations, then because analogies between listening and reading *comprehension* as receptive skills are quite common but somewhat misleading. Written texts do not force linearity on their readers, thus providing a number of important options. As a reader I can skim for a general overview and scan for specific information. I may need information only from the fourth paragraph. If I fail to understand what I read there, I have a good chance of filling in the contextual blanks by leisurely referring to the first sentence of the second or third paragraph.

As a listener I have none of those possibilities, unless my text is recorded. Even then, the process of rewinding is far more cumbersome than looking up or over to a preceding paragraph. In fact, if listeners are at all comparable to readers, then they are the readers standing in Times Square making out the glittering banner headlines rolling from right to left on the building above: they must read as fast as the headlines roll, using whatever context they can catch on the fly.

Because the skills involved in listening are so different from those used in reading, the exercises for listening must also differ. The oral script is usually structurally simpler than the written text. But the listener must grasp it immediately, and in chunks. Therefore notions of "pretext" and "post-text" exercises as they apply to reading lose much of their meaning and must be recast.

A good example is the very useful pretext exercise for reading in which the text is made into a real-life experience (e.g. "Read the weather map and decide if you need to take a coat.") Readers need only look for the information they need. In most cases, useless information, the advertisement below the weather map, for instance, can be discarded instantly. But listeners have the added task of deciding what information out of the flow of speech (if any) is useful. That skill must be trained, and that training to a large extent dwarfs the

original real-life task. For that reason "real-life"[1] tasks in the listening exercises that follow are at a minimum.

Another commonly used advanced organizer in reading centers around background knowledge as the basis for prediction as to the content of the upcoming text: "Write down what you know about Ukrainian cooking, and what you expect to find out. Then check to see if you were correct." Again, readers have the luxury of treating the text at hand as if it were a checklist. Listeners do not. A much more useful "advanced organizer" for listeners is one which tells them what the upcoming script is about and points them in the correct direction with specific information to find out.

Post-text exercises are replaced with what one might call language sensitizing exercises. Students are given tasks which will help them approach similar scripts in the future. These include exercises which force a "close" listening to the text for word searches or cloze dictation.

The field of teaching listening for proficiency is still quite young. But it is an exciting one, both for the teacher, methodologically, and for the students, as a window onto the social, political, and cultural fabric of the country whose language they are learning.

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[1] Another reason for the sparsity of "real-life exercises" is that so many students' study of Russian is career related. The need to retell information (for example the weather in Moscow) is as important as the need to apply it (deciding on what to wear).

TO THE STUDENT
HOW TO USE VIDEO EXERCISES

Listening to unadapted standard spoken Russian for useful information is not a traditional part of the initial stage of learning. Nevertheless, the ability to follow discourse on general topics at normal rates of speed is becoming an increasingly demanded skill even for students at the beginning level. The exercises in this packet are designed to help increase that skill. However, before you start work, please read this introduction carefully. A great deal of your progress depends not only on how much work you do, but on how you approach it.

The broadcasts to which these exercises are keyed is authentic. They were originally broadcast for Russians living in the Soviet Union, and *not* for foreign language students. Nothing has been simplified for the language learner. You will find that you will be able to understand only a small part of what you watch. These exercises are there to help bridge some of the gaps in your comprehension, but more importantly, they will help you to develop listening strategies that will guide you around the gaps, so that you do not succumb to the frustration of not understanding every word.

The only specifically lexical prerequisite needed to begin work on this volume is a solid *listening* command of numbers in the nominative case.

We are asking you to listen to the broadcasts for specific content. You may be asked to look for particular bits of information in each item, or to give a general idea on what the item was about. Some exercises are designed to sensitize your ear to similar such items in the future. Whatever the task set, it *is* important to know what you will be looking for. For this reason we want you to read through the accompanying exercises for a given item *before* you watch it. Before you put the tape in the machine, complete the following steps:

1. Read through all the exercises on a given item *before you watch the tape*. Read all the words and their English definitions *aloud*. Understanding is largely a matter of predicting what is about to be said. Reading the exercises first helps you make those predictions. Pay particular attention to the place of stress. If you misread **сторона́** (stress on the a) "side" as [**сто́рона**], you will not understand the word when you hear it. We cannot emphasize

enough the importance of practicing out loud. You will be *listening* and watching the tape, not reading it, and trying to switch from the screen to this book and back again while the language whizzes by will be of little use.

2. Pace your work. You may have to watch each item several times before you can complete a given assignment. Spread the work out. Listening for comprehension is tiring, and listening in concentrated doses does not produce the desired results. Spend a reasonable amount of time and complete as many of the related assignments as possible. Then, later, move on to the next part. You should not listen to a given segment more than four or five times.

3. Nearly every segment contains new words. The word lists are meant to help you understand more. They are not expected to become part of your active vocabulary immediately. Words are glossed only as needed to understand that particular part of the tape.

4. On the other hand, we hope that you will learn words passively. You will not be asked to memorize lists. Complete the exercises as required, and the new words will become part of your listening vocabulary little by little.

5. Each of the exercises has a specific purpose. It helps to know why you are doing what you are doing.

The exercises that prepare you to listen to the following item include:

(a) CONTENT QUESTIONS. Questions prepare you to listen for both what is important in an item as well as what you are capable of understanding. Part of comprehension is not only knowing what was said, but also whether it was important to have understood it. The questions concentrate your attention on what you will need to know.

(b) WORD LISTS. Reading word lists in advance also helps you predict what you will hear by providing key items. In many cases words are listed not because you do not know them, but because you may not expect them in the context given.

(c) CLOZE PREDICTION. Cloze exercises are fill-in-the-blank exercises with nothing below the blank. At times you will be asked to predict what the speaker will say BEFORE you watch the broadcast. Once again, a large part of the art of comprehension is predicting what will be said. For example, you have no problem understanding the following short item precisely because you can predict what will be said:

Three people were killed in the tragedy and five more were seriously _____. The names of the victims are being withheld pending notification of next of _____. The president of the company that owns the amusement park said he would have no _____ until he consulted with the company's lawyer.

Other exercises not only help you predict what you will hear; they are designed to sensitize your ear to similar texts to come. They include:

(d) WORD SEARCHES. You will be asked to find words in a segment of the tape. In some cases you will be asked to guess their meaning from context. In other exercises you will be asked to determine whether or not certain words were used.

(e) CLOZE DICTATION. These fill-in-the-blank exercises present you with texts taken directly from the tape or sentences which closely resemble those from the tape. Filling in the blanks familiarizes you with high-frequency items that you are likely to meet again soon.

6. Use your knowledge of the real world to help you predict what will be said. It should come as no surprise that Nicaraguan contras are described as terrorists and bandits, while Moslem militias in Lebanon are "national patriotic forces."

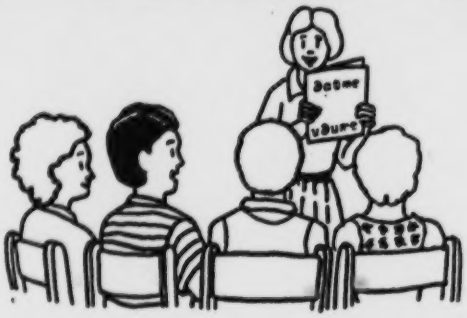
Following the procedures outlined above will help you increase your listening proficiency in authentic Russian. Once again we remind you that this is an extremely difficult task, and that some frustration will be inevitable. The exercises are designed to help you make some sense of what you are hearing. As you become more used to listening over extended

periods of time you will find that the exercises become shorter. Indeed, we have our sights set on that day when the only question for a given item will be "What was said in this report?"

In addition to these purely linguistic goals we hope that you will gain further insight into how Soviet television presents the world to its viewers.

Instructional Materials for the Less Commonly Taught Languages

TEACHING LISTENING IN RUSSIAN



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LEVEL NOVICE HIGH

THEME WEATHER (p. 1)

WEATHER

Weather forecasts are usually a good way to start listening to a foreign language for "real" information. You almost always want to know what the weather is going to be, and even if you don't know the words, the weather map makes things clear enough. Still, a few exercises will get you started *listening* in addition to watching.

СООБЩЕНИЕ О ПОГОДЕ 1 — Novice High

A. Know what to expect. Listening to weather reports is essentially listening to numbers and place names, and weather conditions. Let's start by getting acquainted with weather terms. Listen to the weather forecast and check off the words given below as you hear them:

со́лнечная пого́да - sunny weather
снегопа́д - snowfall
дожди́ - rainfall
тума́н - fog
ве́тер - wind
облака́ - clouds
анти-цикло́н - high pressure system
7-12 (гра́дусов) моро́за 7 to 12 below *Centigrade*
от ноля́ [наля] до пяти́ [пяти́] гра́дусов тепла́ - from 0 to 5 above *Centigrade*
о́блачная пого́да - cloudy weather
па́смурно - overcast
оса́дки - precipitation
мете́ли - snowstorms; blizzards
сла́бые моро́зы - light freeze
гро́зы - thunderstorms

B. Now figure out what places are being talked about. Circle the names on the map mentioned in the weather report.

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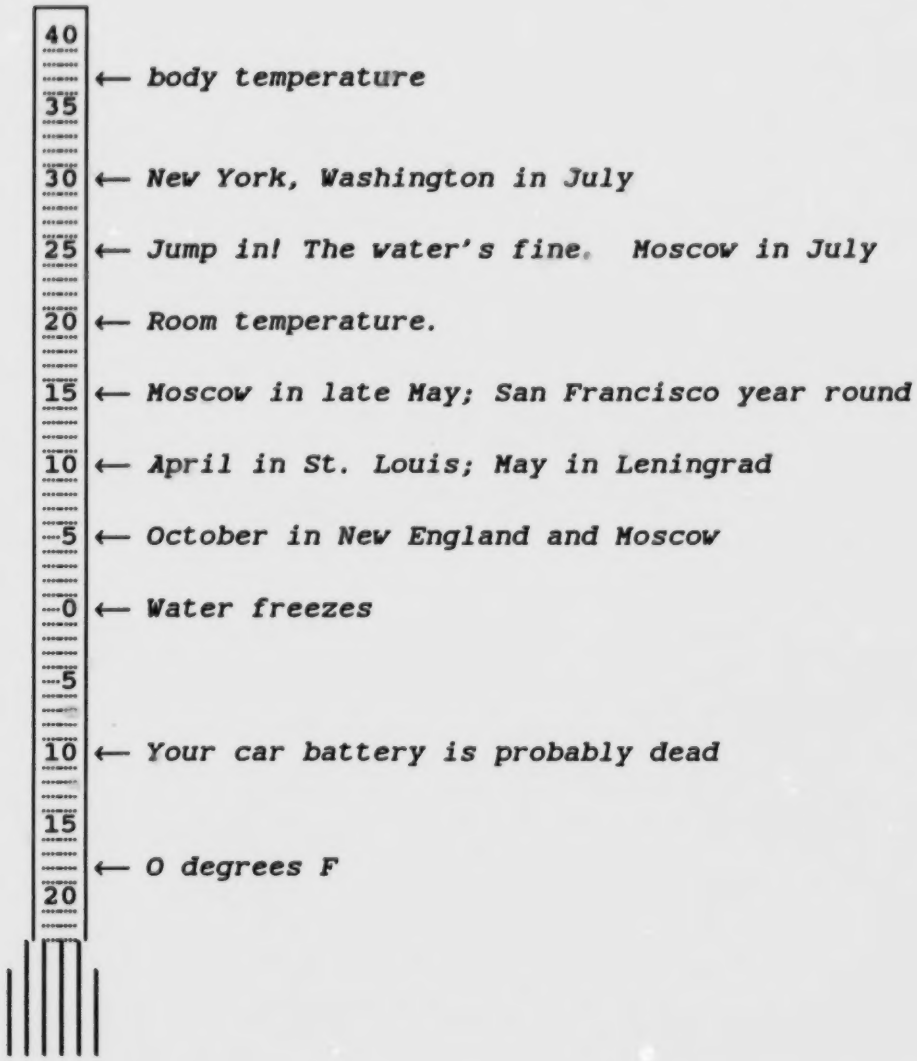
LEVEL NOVICE HIGH

THEME WEATHER 2 (p. 3)

СООБЩЕНИЕ О ПОГОДЕ 2 **Novice High**

A. Temperatures and numbers. All temperatures are reported in Centigrade. But don't start digging out the old 5/9 + 32 formula; you won't have time to use it. It's best to start thinking in Centigrade. Take a look at the scale below:



B. Numbers in genitive. It is not enough to recognize numbers in the nominative case. Genitive is often used. Read the examples below out loud. Pay attention to stress and reduction, particularly to those forms indicated in the phonetic brackets.

ноля [наля́]
одного́
двух
трёх
четырёх
пяти́ [пити́]
шести́
семи́
восьми́
девяти́ [дивити́]
десяти́ [дисити́]

оди́ннадцати, двена́дцати ... шестна́дцати

двадати́, двадцати́ двух, двадцати́ пяти́ [двацати́ пити́]

C. Now listen to the weather report for the following numbers in genitive case:

0, 5, 16, 25

D. Now watch the segment again and locate the following words:

на се́вере - in the north
прохла́дная пого́да - cool weather
на се́веро-восто́ке - in the northeast
в за́падном и центра́льных областя́х - in western and central areas
дожди́ - rain
ве́тер - wind
гро́зы - thunderstorms
на за́паде - in the west
на восто́ке - in the east
за́морозки - frost
на ю́ге - in the south
на ни́жней Во́лге - on the lower Volga
перемённая о́блачность - partly cloudy
без оса́дков - without precipitation
... гра́дусов тепла́ - ... degrees above zero
... гра́дусов моро́за - ... degrees below zero

E. Now listen to the broadcast once again and fill in the blanks with the missing words.

1. За́втра четы́рнадцатого ма́я на _____

территори́и страны́ сохрани́тся _____ пого́да.

2. В за́падном и _____ областя́х кратковре́менные

_____ и _____, усиле́ние ве́тра.

3. В Белору́сии 21 – 26 гра́дусов _____,

на _____ о́коло шестна́дцати.

4. На Украйне 21 и 27. В _____

областя́х кратковре́менные _____ и _____,

усиле́ние ве́тра.

5. За́втра на _____ Казахста́на ожида́ются

_____.

6. На _____ респу́блики ночью 5 – 10 гра́дусов

_____, днём от _____ до плюс

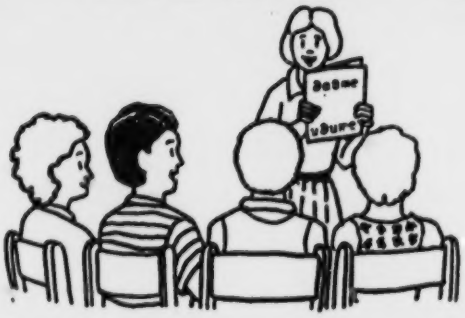
_____.

7. В центра́льном райо́не европе́йской ча́сти Росси́и плюс 17 – 22, ночью на се́вере _____ до минус _____.

8. В центра́льном черноземно́м райо́не также 17 – 22 гра́дуса, на _____ до плюс _____.

Instructional Materials for the Less Commonly Taught Languages

TEACHING LISTENING IN RUSSIAN



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UNIT INTERMEDIATE

ITEM WEATHER 3 (p. 7)

СООБЩЕНИЕ О ПОГОДЕ 3 **Intermediate**

A. Look at the weather report and match the regions mentioned on the map on the next page.

Ва́ренцево мо́ре
Ла́твия
Литва́
Эсто́ния
Белору́ссия
Украи́на
Центра́льный черноземный райо́н
кавка́зские го́ры
Арара́тская доли́на
Пово́лжье

B. Now check for the following conditions in the areas listed

место	со́лнце ?	тума́н ?	о́блачность ?	дожди́ (оса́дки) ?
Латвия, Литва́ Эсто́ния				
Украина				
Кавказ				
Поволжье				
Москва				

C. Note that the big circled "H" at the top of the map in the broadcast stands for ни́жное давле́ние or LOW pressure.

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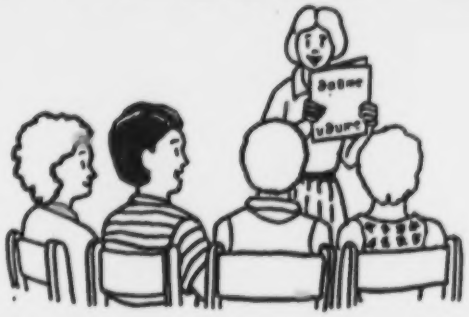

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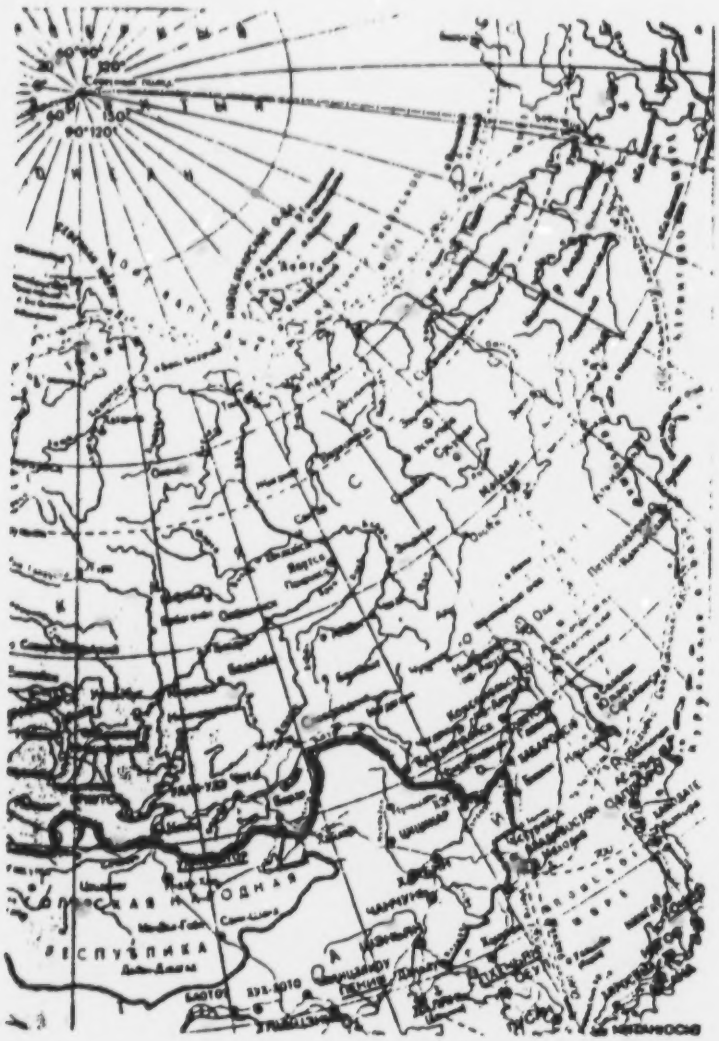
LEVEL INTERMEDIATE HIGH

THEME WEATHER 4 (p. 9)

СООБЩЕНИЕ О ПОГОДЕ 4 **Intermediate High**

Find the following places on the map and give the weather conditions expected for each of them: southern Kuril Islands, northern Amursk oblast, central Yakutia, northern Kamchatka.



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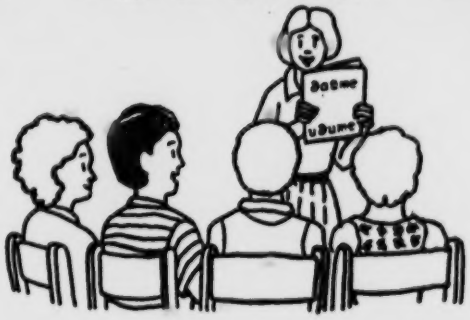
TEACHING LISTENING IN RUSSIAN



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UNIT NOVICE HIGH / INTERMEDIATE
INTERMEDIATE-HIGH

UNIT MEETINGS & GREETINGS 1 & 2 (p. 10)
3 (p. 13)
4 (p. 14)

MEETINGS AND GREETINGS

The following reports are typical of the "meetings and greetings" genre so prevalent in the Soviet press. At first glance, they appear to be rather dry, if not outright boring, reports on which heads of state met which other heads of state. But Sovietologists find a gold mine of information in such coverage. The Soviet press is very protocol conscious, and the kind of coverage given to such events provides direct evidence as to who is up, down, or sideways in the world of politics and diplomacy. So here's your chance to play Senior Analyst and to get some practice in listening for the names of people and places along the way.

ПРИБЫТИЕ САНГИНЕТТИ — Novice High

A. Watch this report with the following questions in mind:

1. What country is Julio Sanguinetti from?
2. Who met Sanguinetti at Vnukovo airport?
3. The armed forces were mentioned. What part did they play?
4. With whom did Sanguinetti conduct talks?

B. Listen for these phrases in the report:

с официа́льным визи́том - on an official visit
(кто) при́был (куда) - so-and-so arrived at such-and-such a place
по приглаше́нию (кого) - upon the invitation of so-and-so
сове́тское прави́тельство - Soviet government
Президиум Верхо́вного Сове́та СССР - Presidium of the Supreme Soviet
(кто) встреча́л (кого-что) so-and-so met so-and-so
с супру́гой - accompanied by his wife
официа́льные ли́ца - officials
вооружённые си́лы СССР - Soviet armed forces
бы́ли испо́лнены госуда́рственные ги́мны - the national anthems were played
торже́ственная церемо́ния - official ceremony
почётный - honor[ific] (guard, member, motorcade)
транспара́нты - placards, banners
состоя́лись перегово́ры (ме́жду кем и кем) - negotiations (between x and y) took place
Был проведён обме́н мне́ниями - There was an exchange of opinions

C. Now fill in the blanks according to the report. Note that where necessary the grammatical endings have been provided, and some of the sentences are slightly reworded.

Сего́дня в Москву́ _____
on an official visit

_____ президе́нт респу́блики. Он
arrived

нахо́дится в на́шей стране́ _____
at the invitation of

_____ого _____а.
the Soviet government

Его встреча́ли _____.
official figures

_____ заверши́лась
The official ceremony

прохожде́нием _____ого карау́ла.
honor

Сегодня в Кремле́ _____ бесе́да
there took place

между президе́нтом респу́блики и мини́стром иностра́нных дел.

ГОРБАЧЕВ ПРИНИМАЕТ ПОСЛА **Novice High**

A. Watch the report with the following questions in mind:

1. What country is the newly arrived ambassador from?
2. Whose greetings did the ambassador convey to Gorbachev?
3. How were the talks characterized?
4. Which one of the following issues was discussed:
   a. nuclear proliferation
   b. Soviet-Indian relations
   c. new trade deals
5. To whom did Gorbachev convey his greetings?

B. Watch for the following words, and then fill in the blanks below:

посо́л (кого - посла́) - ambassador
ли́чное посла́ние - personal message
состоя́лся (состоя́лась, состоя́лось) there was held; took place
бесе́да - talks; negotiations
в ду́хе (чего) in the spirit (of...)
на вы́сшем у́ровне - at the summit level
междунаро́дный - international

C. Now fill in the blanks below.

Сегодня М.С. Горбачёв принял _____ (the ambassador)
_____ (of India) в СССР, который вручил личное
_____ (message) премьер-министра. Состоялась
краткая _____ (talk) в традиционном _____ (spirit)
доверия и дружбы. Обсуждены _____ (issues), связанные
с регулярным характером советско-индийского _____ (dialogue)
_____ (at the summit level) и _____ (international)
вопросы, затрагивающие интересы обеих стран.

ШЕВАРДНАДЗЕ В ВАШИНГТОНЕ **Intermediate**

A. Review the words given for the two previous exercises. Then watch the report for this information, using what you already know from the American press:

1. When did Shevardnadze arrive in Washington?
2. How often are meetings at this level now occurring?
3. Why have there been so many meetings?
4. With whom did Shevardnadze meet?
5. Who was at the airport to meet the Soviet foreign minister besides the diplomats?
6. What previous meeting laid the groundwork for this one?
7. What future meeting was mentioned?
8. When do the official negotiations begin?

B. In addition to the words given in the previous two exercises, you may need these:

еже- prefix meaning "every" plus a time expression: **ежедне́вный** - daily; **еженеде́льный, ежеме́сячный, ежего́дный**
догово́р - treaty
стратеги́ческие наступа́тельные вооруже́ния - strategic offensive weapons
ма́сса = мно́го
встре́ча на вы́сшем у́ровне - summit meeting

Remember that Shevardnadze is Soviet Georgian, not Russian. If you listen carefully, you may hear an accent.

В РЕЙКЬЯВИКЕ (I) **Intermediate - Intermediate High**

A. Listen to the report immediately following the statement above.

1. Whom did Gorbachev visit after his arrival?
2. How was that visit characterized?
3. Who was at the meeting?

B. Fill in the blanks as given in the broadcast.

В ходе беседы, прошедшей в _____ _____,
состоялся _____ _____ по _____
_____ _____, связанным с угрозой
_____ _____. С обеих сторон отмечалось,
что советско-исландские отношения _____
_____ на взаимовыгодной основе.

РЕЙКЬЯВИКЕ (II) **Intermediate High**

A. Listen to the following report, broadcast on the eve of the negotiations.

1. What does the Soviet initiative demonstrate, according to this report?
2. Who is playing a leading role in the preparatory work for the negotiations?
3. What is said about some of the questions posed by Western journalists?
4. How is the native population reacting to the upcoming negotiations?

B. Useful words: Determine whether or not the following expressions were used in this segment of the report:

экспе́рты
учёные
обще́ственные де́ятели
демонстра́нты
вражде́бный - hostile
делова́я обстано́вка
вызыва́ть интере́с (у кого) - to arouse (someone's) interest
либерализа́ция
обраще́ние к руководи́телям - appeal (petition) to the leaders
империалисти́ческая агре́ссия
име́ть ва́жное значе́ние - to have important meaning, to be of great significance
прекраще́ние гонки вооруже́ний - halt to the arms race
перегово́ры в верха́х - summit meeting
встре́ча на вы́сшем у́ровне = **перегово́ры в верха́х**
судьба́ (pl. **су́дьбы**) **мира**
я́дерное безу́мие - nuclear insanity

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UNIT NOVICE HIGH

THEME INTERNATIONAL EVENTS 1 (p. 16)

INTERNATIONAL EVENTS

If you know something about Soviet foreign policy and you keep up with world events, the following international news in the Soviet media can be easier than, say, listening to someone dictate road directions, even though the vocabulary is more complicated. The trick is putting two and two together and predicting what is going to be said before you hear it. For instance, one might expect to hear a heavy anti-American political slant in reports on Nicaragua or Korea. On the other hand, reports about national celebrations in countries which are not currently hot-spots, such as Belgium, can be expected to be reported without commentary. You might expect the same objective reporting in reports about major natural disasters.

ПАНАМА **Novice High**

A. This report is about U.S. policy towards Noriega before negotiations were started with the Panamanian government. Do you believe that this report will have a slant? If so, will it be for or against Noriega?

B. Watch the report for the following words and match their meanings. Then decide whether you were right about the point of view of the report.

вое́нные манёвры	drug war
боева́я подгото́вка	internal affairs
вну́тренние дела́	maneuvers
ма́ссовые манифеста́ции	mass demonstrations
национа́льный суверените́т	military preparedness
	national dignity
	national sovereignty

C. **Внеша́тельство** means *interference.* In what context was it used in this report?

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LEVEL INTERMEDIATE HIGH

THEME INTERNATIONAL EVENTS 2 (p. 17)

ПАНАМА **Intermediate High**

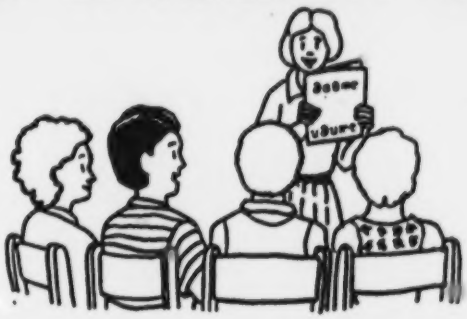
A. Watch the report and answer the questions:

1. What sort of protest is being described?
2. Does this report indicate Soviet support for Noriega or the opposition?
3. Who, according to the report, joined the attempt to oust Noriega?

B. Words you will need. Use context, as well as what you already know about the events in Panama, to figure out the meanings of the following words so that you can match them up:

чрезвыча́йное положе́ние	a. advanced training
вмеша́тельство	b. bloodletting
так называ́емый	c. coup
крест о́вый похо́д	d. crusade
забаст о́вка	e. economic situation
хозя́йственная жизнь	f. interference
уйти́ в отста́вку	g. resign
вое́нный мяте́ж	h. so called
(вое́нного мятежа́ [митижа́])	i. state of emergency
повыше́ние квалифика́ции	j. strike
	k. strongman

TEACHING LISTENING IN RUSSIAN



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LEVEL INTERMEDIATE

ITEM INTERNATIONAL EVENTS (p. 18)

АВАРИЯ **Intermediate**

A. Watch the report with these questions in mind:

1. What country is this report from?
2. How many people lost their lives?
3. How many received injuries?
4. What cities did the railway in question connect?

B. Country Abbreviations: НР usually stands for **Наро́дная Респу́блика.** ДР stands for **Демократи́ческая Респу́блика.** On that basis what countries do the following abbreviations stand for? The capitals should give you some hints:

КНР	**Пеки́н**
ПНР	**Варша́ва**
НРБ	**Софи́я**
МНР	**Улан Ба́тор**
КНДР	**Пхеньян**
ДРВ	**Хано́й**
ГДР	**Берли́н**

C. If you do not already know them, figure out the following words by context.

сто человек погиб́ло
сто человек получи́ли ране́ния

АВСТРАЛИЯ **Intermediate**

A. Watch this report and answer the following questions:

1. What festivity took place in Australia?
2. What was the date of the event?
3. What famous author was quoted?
4. What is "**Доро́га длино́ю две́сти лет**"? When is it available?

B. In what context were the following things said?

по слова́м вели́кого путеше́ственника и писа́теля...
этот край са́мый любопы́тный на земно́м ша́ре...

C. Find out the meanings of these words from context:

бе́лые поселе́нцы
пробле́мы совре́менной Австра́лии
телефи́льм

D. Television schedules: Moscow has four television channels: **пе́рвая программа, втора́я программа, тре́тья программа, четвёртая программа.** All times (for all parts of the country) are quoted in Moscow time according to the 24-hour clock. What channel and time were named in this report?

КАМПУЧИЯ **Intermediate**

A. This report is on Kampuchea (formally Cambodia). In the 1970s Kampuchea went through a bloody civil war followed by a campaign of genocide carried out by Pol Pot. Pol Pot was later deposed by invading Vietnamese forces, who presently rule Kampuchea. Before watching the report, decide which side the Soviets support. Then see if you are right.

B. Watch the report and decide whether the statements below are true or false:

1. This report is from the Kampuchean capital.
2. Pol Pot's military forces are still active here.
3. The people interviewed are defectors from Pol Pot's forces.
4. Which factors did the interviewees mention? (True-false for each):

( ) lack of food ( ) disease ( ) many defeats
( ) natural disasters ( ) hopelessness
( ) desertion ( ) low wages ( ) religious intolerance

C. Useful words:

оста́тки - remainder
в настоя́щее вре́мя - at the present time
противостоя́ть поли́тике национа́льного примире́ния - oppose the policy of national reconciliation
пошла́ на у́быль - has decreased
полторы́ **(ты́сячи)** one and a half (thousand). Masc. - **полтора́**: **полтора́ миллио́на, полтора́ часа, полторы́ недели**
добровóльно - voluntarily
обстано́вка - situation (cf. circum + stance)
продово́льствие cf. **продово́льственный магази́н**
пораже́ние not =/= **побе́да**
воева́ть против - to fight against

D. Listen to the tape once again. In what context were the following numbers given?

90 3 200 1500 30

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LEVEL NOVICE HIGH/INTERMEDIATE

ITEMS INTERNATIONAL EVENTS 6 (p. 21)

INTERNATIONAL EVENTS 7 (p. 22)

ШУЛЬЦ НА БЛИЖНЕМ ВОСТОКЕ **Novice High**

A. This report is on Secretary of State George Schultz's shuttle diplomacy in the Middle East. Identify the countries he is reported to be visiting on the map below:

B. The following words will be useful in this report:

госсекрета́рь ← **госуда́рственный секрета́рь**
при́был - arrived
Бли́жний Восто́к - Middle East. (Remember that as far as the USSR is concerned, those countries are "near.")

C. Ever since the Egypt and Israel signed the Camp David peace treaty in 1978, the Soviet Union has viewed U.S.-Egyptian relations with suspicion. The Soviets joined the rest of the Arab world in vehement denunciations of the separate peace initiative. See if you can identify the word used to describe the "separate course" that Egypt has taken.

D. The report goes on to state that Schultz's visit prompted a protest strike. Which of the following words did you hear in this part of the report?

палести́нское восста́ние - Palestinian uprising
За́падный бе́рег реки́ Иорда́н - West Bank of the Jordan
Ирано-ира́кская война́ - Iran-Iraq War
забасто́вка проте́ста - protest strike
огнестре́льное ору́жие - firearms
слезоточи́вый газ - tear gas
перегово́ры между Изра́илем и палести́нцами - negotiations between...
бро́шены за решётку - thrown behind bars

НА БЛИЖНЕМ ВОСТОКЕ **Intermediate**

A. This is a report about the West Bank. Before you watch the report, decide what sorts of things Soviet television might say.

B. Based on this report find out how to say:

1. _____ **палестинцев** _____ **и**
Two were killed

десятки _____ **в ходе карательных операции**
injured

израильских оккупантов на захваченных арабксих _____.
lands

2. **Имеются многочисленные раненные и** _____
tens

брошены за решётку.

C. Useful words:

кара́тельный - punitive
захва́ченный - occupied
бро́сить за решётку - throw behind bars

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LEVEL INTERMEDIATE/INTERMEDIATE-HIGH

THEME INTERNATIONAL EVENTS (p. 23)

НА ЗАПАДНОМ БЕРЕГУ РЕКИ ИОРДАН **Intermediate High**

A. Now listen to the report for factual information. Which statements did you hear?

____ In Jerusalem demonstrators threw rocks and bottles at Israeli military vehicles.

____ Arab students in Gaza demanded an immediate end to the occupation.

____ The Israelis have started using lethal force against rock throwers.

____ According to some witnesses the Israelis are using chemical weapons.

____ Israel has placed Arab provocateurs under house arrest.

B. Use this report to find out how to say:

in the eastern sector of Jerusalem
Israeli military vehicles

C. Useful words:

столкнове́ние - clash
потре́бовать (потре́бую, поте́буешь) - demand
неме́дленный immediate
прекраще́ние - halt
применя́ть против населе́ния - use against the population
вещество́ - substance

РЕПОРТАЖ ИЗ КИТАЯ **Intermediate High**

A. Listen to the report. Use your own knowledge, the words from the two reports on the Middle East above, as well as those given below, to construct the events of this report.

компа́ртия Кита́я
Тибе́тский автоно́мный райо́н
беспоря́дки - riots
сепарати́ст
революцио́нные ло́зунги - revolutionary slogans
со́тня a hundred: usually plural - **со́тни**
мона́х - monk
рабо́тники обще́ственной безопа́сности - public security workers (a euphemism for whom?)
приня́ть реши́тельные ме́ры - take decisive measures
поги́б - died
получи́ть ране́ние - to be injured

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LEVEL NOVICE HIGH

THEME AMERICAN DOMESTIC POLITICS 1 (p. 25)

AMERICAN DOMESTIC POLITICS

If you know something about Soviet policy towards the United States, and you keep up with current events, the following American domestic news in the Soviet media can be easier than, say, listening to someone dictate road directions, even though the vocabulary is more complicated. The trick is putting two and two together and predicting what is going to be said before you hear it. For instance, one might expect to hear lengthy, favorable reports on peace marches or anti-poverty protests. On the other hand, reports about election campaigns can be surprisingly free of editorial comment. Such is also the case for natural disasters.

ПРЕЗИДЕНТСКАЯ ПРЕДВЫБОРНАЯ КАМПАНИЯ **Novice High**
The tasks set could be rated **Intermediate** *if this report is viewed long after the primaries mentioned below have taken place. The* **Novice** *rating is based on the context provided by the listener's familiarity with the events mentioned.*

A. Watch the report to confirm your information on Super Tuesday. Keep in mind that the report was filed on the eve of the primaries.

1. Who was cited as being the Republican front-runner?
2. Who is after the front-runner in the Republican race?
3. How many states will hold primaries on Super Tuesday?
4. How many Southern states will take part?
5. What percentage of the vote do the polls give Dole?
6. Who, according to the report, is the Democratic front-runner?

B. Which of the following phrases was applied to which candidate?

___ Bush
___ Dole
___ Dukakis
___ Jackson

a. наибóлее вероя́тный победи́тель
b. за́нявший второ́е ме́сто

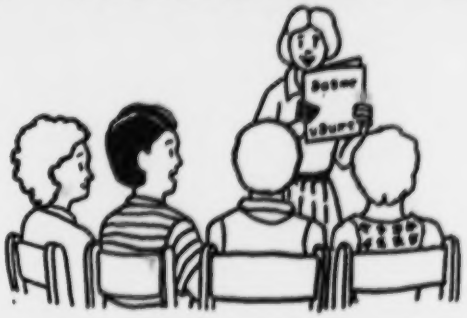
C. Genitive of numbers: review and amplification. As you have seen, numbers read in reports often appear in cases other than nominative. Review the forms for numbers one through ten below, as well as eleven through twenty.

Note that the на́дцати ending will probably sound as if all of the unstressed vowels are missing: [на́цти].

Read the numbers *out loud*, paying attention to stress and vowel reduction.

двух		одúннадцати	
трёх		тринáдцати	
четырёх		четы́рнадцати	
пяти́	[пити́]	пятнáдцати	[питнáцти]
шести́		шестнáдцати	
семи́		семнáдцати	
восьми́	[васьми́]	восемнáдцати	[васьмнáцти]
девяти́	[дивити́]	девятнáдцати	[дивитнáцти]
десяти́	[диситú]		

TEACHING LISTENING IN RUSSIAN



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Under a grant from the U.S. Department of Education
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UNIT INTERMEDIATE

UNIT AMERICAN DOMESTIC POLITICS 2 & 3

(p. 27)

О «ЧЕЛЛЕНЖЕРЕ» **Intermediate**

A. In this report Soviet viewers learn of new evidence which showed that the Challenger cockpit remained intact until impact. Watch the report and find out the meanings of these words:

обло́мки
океа́нское дно *Корабль был поднят с океанского дна.*
свиде́тельствовать (о том, что...)
бортово́й отсе́к
при паде́нии в океан
взрыв *Кабина почти не пострадал от взрыва.*
корабль многора́зового испо́льзования
аварийная эвакуа́ция

АМЕРИКАНСКАЯ ДЕМОНСТРАЦИЯ (1-ОЕ СООБЩЕНИЕ) **Intermediate**

A. Listen to the report with the following questions in mind.

1. What was this demonstration about?
2. How long was the chain that stretched across the country?
3. How many people took part in San Francisco?
4. How is "Hands Across America" translated into Russian?

B. You will find the following words useful:

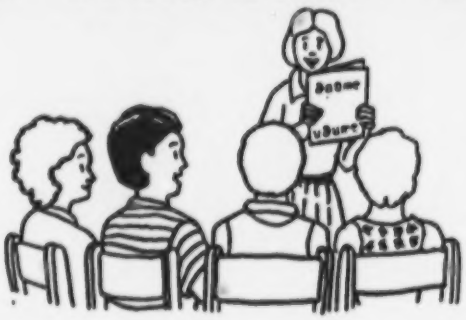
бе́дность = нищета́
взя́ться за́ руки
образова́ть - to form
цепь - chain
ло́зунг - slogan
рука́ об́ руку - hand in hand

C. Now fill in the blanks below:

Грандиозная манифестация по замыслам ее организаторов должна _____ (attract)ъ внимание к растущей в США _____ (poverty).

_____ (original) прелюдией к манифестации стала эта демонстрация в Сан-Франциско. В ней _____ (took part) тысячи людей.

TEACHING LISTENING IN RUSSIAN



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LEVEL INTERMEDIATE HIGH

THEME AMERICAN DOMESTIC POLITICS 4 (p. 29)
5 (p. 30)

АМЕРИКАНСКАЯ ДЕМОНСТРАЦИЯ (2-ОЕ СООБЩЕНИЕ) Intermediate High

A. Watch the second report and answer the questions.

1. Where did this report originate?
2. According to the report what has the administration done with spending that might have gone to the homeless and hungry?
3. Who besides ordinary citizens took part in the demonstration?
4. Which of the two reports has more editorial content?

B. Note the following new words in the broadcast:

бедня́к (мн. ч. **бедняки́** [бидники́])
голода́ющий
безда́нный
у́ровень (мн. ч. у́ровни) - level
рекО́рдный : *рекордные низкие уровни.*
сре́дства - means, resources (often financial)
ре́зко - sharply
сокращён (сокращены́) < **сократи́ть** - to cut off, to eliminate
лицемерие - hypocrisy

C. Now determine which of these statements were part of the report.

1. No demonstration, no matter how dramatic, can take the place of stable government aid to the poor.
2. Americans have given up hope in the Administration's desire to help the poor.
3. The Soviet Union sent a special delegation to support the Hands Across America project.
4. The number of poor people has increased by five million.
5. There are presently about 4 million poor people in the U.S.

МАРТИН ЛУТЕР КИНГ **Intermediate High**

A. Listen to the coverage of the anniversary of the assassination of Martin Luther King. Keep these questions in mind:

1. What specifics were given about King's philosophy and dream?
2. What evidence does the commentator cite that there have been changes?
3. What, according to the commentator, suggests that there is much that has not changed?
4. What statistic is cited for black poverty versus white poverty?

B. Which statement best sums up the overall viewpoint of this report:

a. Black "progress" is mostly a farce and a sham.
b. Despite progress, King's dream has not been realized.
c. Despite economic disparity, blacks are now successful.
d. Blacks have the white establishment on the run.

C. The following phrases played key roles in the text. In what context were they used?

ненаси́льственное де́йствие
острова́ нищиты́ в океа́не изоби́лия
преуспева́ющий
влия́ние в конгре́ссе
предвы́борная кампа́ния
цвет ко́жи
ра́совый
напряжённость
престу́пность
безрабо́тица
зако́ны при́няты

TEACHING LISTENING IN RUSSIAN

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LVII NOVICE HIGH

IIIMI HUMAN INTEREST FEATURES (p. 31)

HUMAN INTEREST FEATURES

More and more Soviet newscasts have come to use what one might call "happy news" as fillers, usually towards the end of the program. The reports that follow are not only fun, but also comprehensible without too much extra help from the exercises.

ПЭМ МИЛЛЕР **Novice High**

A. Watch the report and answer the questions:

1. What does Pam Miller do for a living?
2. What state is she from?
3. What meal is she seen serving here?
4. How old is she?
5. What does Pam Miller say about her "customers"?

ВЕСЕННИЙ РЕПОРТАЖ **Novice High**

Note that this report comes immediately before the weather for Moscow.

A. Watch the report and pick the main point:

a. The weather affects people's health.
b. New consumer products are now available.
c. It's important to keep smiling.
d. Never expect something for nothing.

B. Give at least one form of the Russian word used in the report on which you based your conclusion.

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LEVEL INTERMEDIATE

THEME HUMAN INTEREST FEATURES 3 (p. 32)
4 (p. 33)

СНЕЖНЫЙ ЧЕЛОВЕК В КАЛИФОРНИИ **Intermediate**

A. Watch this report:

1. Where was the snowman built?
2. How tall was it?
3. How long did it take to build?
4. Why was it built?

B. Numbers in genitive case. In standard prose knowing the genitive of numbers is as important as knowing the nominative. Read the following numbers out loud and determine if any were used in the report. Bracketed figures remind you of the importance of vowel reduction.

одного́
двух
трёх
четырёх
пяти́ [пити́]
шести́
семи́
восьми́ [васьми́]
девяти́ [дивити́]
десяти́ [дисити́]
оди́ннадцати
двена́дцати...

двадцати́
двадцати́ одного́
двадцати́ двух
тридцати́
тридцати́ пяти́ [трицати́ пити́]
сорока́ [сарака́]
пятьдесяти́ [питьдисити́]
шестьдесяти́ [шыстьдисити́]
семьдесяти́ [симьдисити́]
восьмьдесяти́ [васьмьдисити́]
девяно́ста
ста

Numbers are used in genitive after words such as

бо́лее - more than
ме́нее - less than
о́коло - approximately
свы́ше - greater than

and in other constructions requiring genitive case.

TEACHING LISTENING IN RUSSIAN

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LEVEL: INTERMEDIATE HIGH

TEXT: HUMAN INTEREST FEATURES 5 (p. 33)

МАРШ СЛОНОВ **Intermediate**

Answer the questions based on the report below. A superficial knowledge of ancient history will come in handy.

1. What is the route of these elephants through the Alps?
2. How long is the route?
3. What march is being reinacted?
4. In what year did the original march take place?

НЕОЖИДАННАЯ ПОМОЩЬ ПОЛИЦЕЙСКИМ **Intermediate High**

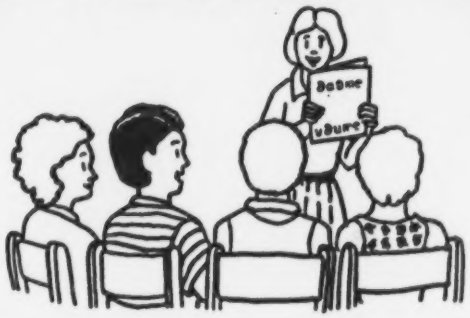
A. Watch the report to find out the following:

1. Where did this report take place?
2. What network was the helicopter reporter from?
3. How did the reporter learn of the crime?
4. How did the reporter stop the bank robber?
5. What happened to the bank robber?

B. The following words should help:

престу́пник - criminal
вертолёт - helicopter
съёмочная гру́ппа - camera crew
граби́тель - robber
измени́ть курс - change course
безнадёжно отста́ли - lagged hopelessly behind
риско́ванный манёвр - risky maneuver

TEACHING LISTENING IN RUSSIAN



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UNIT NOVICE HIGH/INTERMEDIATE

THEME SCHOOL 1 (p. 34)

SCHOOL 2 (p. 36)

SCHOOL

РУССКАЯ РЕЧЬ **Novice High**

«Русская речь» "Russian Speech" is a program dedicated to the Russian language. Today's program tells about foreign students at the Plekhanov Technical Institute taking their first Russian courses in the USSR.

A. Watch this report with the following questions in mind.

1. The broadcast opens quoting a foreign student. He is from...

a. Angola.
b. Laos.
c. Vietnam.
d. Cuba.

2. He is now studying in...

a. his home country.
b. an unnamed socialist country.
c. an institute in Moscow.
d. an institute in Tashkent.

3. What year of studies is he in?

a. First.
b. Second.
c. Third.
d. Fourth.

4. What is his field?

a. Agriculture.
b. Automation.
c. Machine tools.
d. Transportation.

5. How many years has he been in the USSR?

a. One.
b. Two.
c. Three.
d. Four.

6. The main idea of the letters is...

a. "I love studying Russian."
b. "The USSR has given me excellent training."
c. "I want to improve my reading skills."
d. "Most scientific literature is published in Russian."

B. Watch the report and find the following words:

и́мени - named after: **институ́т и́мени Пу́шкина**
иностра́нный - foreign
ка́федра - department (of a college): **на кафедре русского языка**
образова́ние - education
по́мощь - aid
ре́дкость - rarity
ЭВМ = электро́нно-вычисли́тельная маши́на - computer

C. Now fill in the blanks from the broadcast. The grammatical endings have already been supplied:

В разных _____ах нашей _____ы обучаются _____ые студенты. Будущие _____ы, _____и, _____ы, _____я сво_____е в СССР _____ют с изучения _____ого _____а. В _____ом _____е народного хозяйства _____ Плеханова _____ студенты пятидесяти национальностей. На _____ преподавателям приходит _____ая техника:

_____ые лингофонные кабинеты - правда, это не такая уж _____ для _____а или даже для _____ы. А вот _____! Вряд ли вы пока еще увидите на какой-нибудь другой _____е русского языка. _____ - гордость плехановцев. Но об этом чуть позже. Сначала _____ _____ со студентами.

D. Listen to the rest of the report. Determine whether the following statements are true or false:

1. The woman from Kenya is graduating from the Plekhanov Institute this year.
2. She took introductory Russian courses in Donetsk.

ШКОЛЬНАЯ РЕФОРМА **Intermediate**

The following report is about the end of the school term after the first year of the Soviet's academic reform. One of the main features of the reform is that children will now be starting school at age six, as opposed to age seven. This change was first tried out in a number of schools for the 1984-85 academic year.

A. Listen to the report with the following questions in mind.

1. Soviet schools bear numbers, not names. What is this school's number?
2. How many letters did the children know at the beginning of the year?
3. How high could they count?
4. What does the teacher say at the end of the year: how high can the children count? How much can they read and write?
5. The reporter asks the vice-principal whether the children have gotten used to going to school. Have they?

B. Genitive of numbers: review and amplification. Read the numbers out loud Bracketed figures remind you of the importance of vowel reduction.

двух		двадцати	
трёх		тридцати́	
четырёх		сорока́	
пяти́	[пити́]	пятьдеся́т	[питьдися́т]
шести́		шестьдеся́т	[шьстьдися́т]
семи́		семьдеся́т	[симьдися́т]
восьми́	[васьми́]	восьмьдеся́т	[васьмьдися́т]
девяти́	[дивити́]	девяно́ста	
десяти́	[дисити́]	ста	
оди́ннадцати		двухсо́т	

(The rest of the teens add an unstressed -и).

C. More on numbers: age descriptions. Read these forms aloud:

Adjective		Noun	
двухле́тний (ма́льчик)	two-year old	двухле́тка	
трёхле́тний		трёхле́ттка	
четырёхле́тний		четырёхле́тка	
пятиле́тний	[питиле́тний]	пятиле́тка	[питиле́тка]
шестиле́тний		шестиле́тка	
семиле́тний		семиле́тка	
восьмиле́тний	[васьмиле́тний]	восьмиле́тка	[васьмиле́тка]
девятиле́тний	[дивитиле́тний]	девятиле́тка	[дивитиле́тка]
десятиле́тний	[диситиле́тний]	десятиле́тка	[диситиле́тка]

D. Listen to the school report again, and look for these words and phrases:

за́вуч - vice principal
занима́ться с успе́хом - to do well in school
ме́сяц
пра́вило правописа́ния - spelling rule
привы́кнуть (они привы́кли)
уме́ть счита́ть
уходи́ть от ма́мы
учени́к, ученики́ = шко́льник, шко́льники

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ILVII	INTERMEDIATE HIGH
IHIMI	SCHOOL 3 (p. 38)
	4 (p. 39)

ШКОЛА НА КОЛЁСАХ **Intermediate High**

A. Watch the report and answer the questions:

1. What, according to the teacher interviewed, are the benefits of the computer bus?
2. What surprised the reporter?
3. What advantage are the children said to have over adults?
4. Why are busses used to teach computer technology?
5. Who else uses the bus to teach computer skills?

B. Which of the following synonyms were used?

1. сказать правду, на самом деле, по су́ти де́ла,
2. овладева́ют, у́чатся
3. изуми́л, порази́л, удиви́л
4. доста́ли, получи́ли, купи́ли, приобрели́
5. ока́зывают финансовую поддержку, опла́чивают расхо́ды, пла́тят за

C. Use the broadcast to fill in the blanks:

Жители этого небольшого _____ уже привыкли к
village

этой школе _____. Внешне этот автобус ничем не
on wheels

_____ от других, но это школьный класс по
differs

компьютерной техники. _____ опыт показывает,
Positive

что ЭВМ помогает ученикам решать _____ задачи. Но
complicated

как-то не верилось, что ребята так спокойно _____ с
deal

такими _____ машинами.
complicated

ШКОЛЬНЫЕ СОВХОЗЫ **Intermediate High**

A. Watch the report for the following information.

1. Where is this report from?
2. How many such schools are there?
3. What grades are the students in?
4. What are they learning to do?
5. How long is their work schedule?
6. How much are they paid? What do they have to do with the money? When does it become theirs?

B. Professional functions. Which of the following professional functions are the students taught to fulfill? Which jobs are considered нецелесообразно for them?

служить председа́телем
работать агроно́мом
работать бухга́лтером
работать в ревизио́нной коми́сии
производи́ть потра́вливание
вноси́ть в по́чву удобре́ние и химика́ты
собира́ть я́блоки и свёкла
работать сле́сарем
работать пло́тником

Which of the above involve field labor? Which are "shop" jobs?

C. Use the the tape to find out how to say the following in Russian:

technology of on-the-job safety -
experienced specialist -
final exams (for graduation) -

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LEVEL NOVICE HIGH

THEME SPORTS 1 (p. 40)

SPORTS

Understanding sports reporters in nearly any foreign language is difficult. Sportscasters the world over seem to be afraid that if they don't speak fast enough, they won't get paid. Nevertheless, the accompanying video, as well as knowing in advance *what* you are listening for, will help you sort out what's what.

ФРИСТАЙЛ **Novice High**

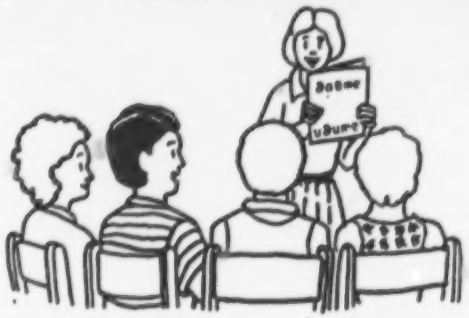
A. Watch the report with these questions in mind:

1. Who won the freestyle competition? What was the winner's nationality?
2. Where was the competition held?
3. Name one other person named in the competition.

B. Watch for these words:

прыжо́к на ли́жах - ski-jump
поворо́т на -- гра́дусов - (x)-degree turn
показа́ть (прижо́к, результа́т, etc.) - in sports: "That was so-and so's jump, score, etc." **Тако́й прыжо́к показа́ла Ни́на Полищу́к** - That was Nina Polishchuk's jump.
ку́пка ми́ра - world cup
ма́стер (мастеро́в) - world class athlete
са́льто - summersault

TEACHING LISTENING IN RUSSIAN



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LEVEL INTERMEDIATE

ITEMS SPORTS 2, 3 (p. 41)

КЛУБ В БЕЛГОРОДЕ **Intermediate**

A. Watch this report for the following information:

1. What do people who belong to a **клуб люби́телей зака́ливания** do for fun?
2. How old is this club?

B. Here are some words you may need:

люби́тели зака́ливания - cold water enthusiasts
морж - walrus: **коли́чество морже́й** растёт

СЛОВА ТРЕНЕРА **Intermediate**

A. Watch the report and answer these questions.

1. What sport is reported on?
2. What title did the Soviet all-star (**сбо́рная**) team win?
3. Against whom did they play?
4. Summarize the coach's remarks.

B. What do the following words mean?

пери́од
ничья (2:2)
заби́ть ша́йбу
тре́нер
боле́льщик - «Я хочу сказать нашим дорогим болельщикам, что мы поставили перед собой задачу и её выполнили».

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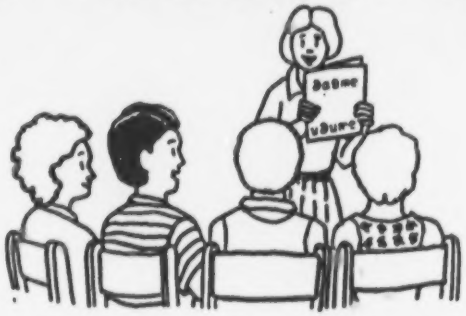
TEACHING LISTENING IN RUSSIAN



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LEVEL INTERMEDIATE HIGH

THEME SPORTS 4 (p. 42)

ФУТБОЛ **Intermediate High**

A. Watch the report and answer the questions:

1. Who won the soccer match? Who lost? What was said about the victory?
2. Name four other teams involved in the world soccer championship.
3. Where did the tennis match take place? Why was this match of particular interest to Soviet viewers?
4. In which country did the equestrian competition take place?

B. Sports terminology - review. In which sentences were the following words used:

боле́льщик
сопе́рник
забива́ть / заби́ть гол
наруше́ние пра́вил
тайм
сбо́рная
ничья́
ко́нный спорт

Instructional Materials for the Less Commonly Taught Languages

TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

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LEVEL NOVICE HIGH/INTERMEDIATE

THEME CULTURAL EVENTS 1 (p. 43)

2 (p. 44)

CULTURAL EVENTS

The Soviet media is filled with reports of cultural events: film festivals, theater openings, museum exhibits, and so on.

СОВЕТСКАЯ ВЫСТАВКА — Novice High

A. The following report is on the the Soviet Union's participation in Japan's Expo-85. The newscaster reports that today is the Soviet Union's "national day" at Expo. The vice-chairman of the Council of Ministers led the Soviet delegation. Expo's planners took special note of the USSR's participation in the exhibition, pointing out Soviet contributions to science and technology. The speaker said he hoped that the exhibit would promote Soviet-Japanese relations. A Soviet dance group performed afterwards. The newscaster adds that Expo's main theme is "Man, the environment and the use of science and technology." Some facts and figures about the exhibit are then cited.

B. Which of the following words did you hear in the broadcast?

во главе́ с - led by
вы́ставка - exhibition
дружба
Горбачёв
народы - peoples; nations
наука
национа́льный день
пе́сня
профсою́з
сове́т мини́стров
та́нец
те́хника
торже́ственный
те́хника
угро́за я́дерный войны́
церемо́ния
явля́ется - "is"

C. Now answer the following questions on facts and figures. In previous exercises you came across some numbers in the nominative case. You will now need to be familiar with these numbers in genitive. Note the place of stress:

два	-	двух	
три	-	трёх	
четыре	-	четырёх	
пять	-	пяти́	[пити́]
шесть	-	шести́	
семь	-	семи́	
восемь	-	восьми́	[васьми́]
девять	-	девяти́	[дивити́]
десять	-	десяти́	[дисити́]

1. How many months has Expo-85 been open?
2. How many people have been to Expo during that time?
3. How many people have been in the Soviet pavillion?

ФЕСТИВАЛЬ В БЕРЛИНЕ **Intermediate**

A. Listen to the following two reports from Berlin. Keep the following questions in mind.

1. What does ГДР stand for?

2. A Soviet delegation headed by Grishin has arrived in Berlin for a celebration. What is the occasion?

3. Four Soviet groups will be performing in Berlin. Look at the list and pick the groups which were actually mentioned in the broadcast:

(a)	The Bolshoi Opera	(b)	USSR State Symphony
(c)	Taganka Theater	(d)	The Raikin Comedy Team
(e)	Aleksandrov Army Chorus	(f)	Leningrad Music Hall
(g)	Acrobats and gymnasts	(h)	Circus performers

4. What exhibits will NOT be seen:

(a) sculpture (b) film (c) architecture (d) books

B. More number practice. Read the genitive case of these numbers aloud. Note the place of stress:

сто	-	ста
две́сти	-	двухсо́т
три́ста	-	трёхсот
четы́реста	-	четырёхсо́т
пятьсо́т [питьсо́т]	-	пятисо́т [питисо́т]
шестьсо́т	-	шестисо́т
семьсо́т	-	семисо́т
восемьсо́т [васемьсо́т]	-	восьмисо́т [васьмисо́т]
девятьсо́т [дивитьсо́т]	-	девятисо́т [дивитисо́т]
ты́сяча [ты́с-ча] or [ты́ща]	-	ты́сячи, ты́сяч [ты́с-чи], [ты́сич]
Note also со́тни	-	"hundreds of..."

Now fill in the blanks following the report from Berlin:

В тече́ние _____ дней советские масте́ра

иску́сств дадут в Берлине и в други́х города́х ГДР бо́лее

_____ концертов. С их спекта́клями,

выступле́ниями на концертах, часть которых будет трансли́роваться

по телеви́дению, познако́мятся _____ ты́сяч

трудя́щихся ГДР.... В эти мину́ты, когда идёт программа «Время»,

в большом зале дворца́, вмеща́ющем _____

_____ зри́телей, начинается праздничный

концерт....

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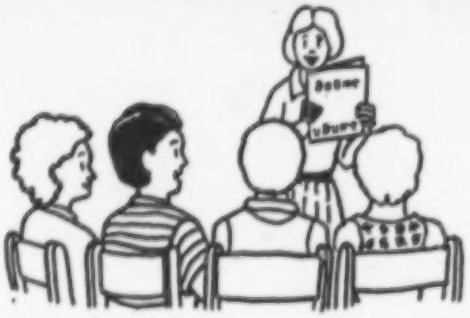

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IVII INTERMEDIATE HIGH

IIIMI CULTURAL EVENTS 3 (p. 46)

ОПЕРА «ЧЕРЕВИЧКИ» **Intermediate High**

A. Watch the report and answer these questions.

1. Who wrote the music for the opera?
2. Which best characterizes this work: fantasy, tragedy, social commentary, or polemic?
3. From what author's work is the story line taken?
4. Whom did the director ask to participate in the performance?

B. Would you be interested in seeing this performance? Why or why not?

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LEVEL NOVICE HIGH

THEME CONSUMER GOODS AND SERVICES 1 (p. 47)
2 (p. 48)
3 (p. 49)

CONSUMER GOODS AND SERVICES

In recent years Soviet television has devoted more and more time to discussion of the consumer economy. Fashion, food, and alcohol are prominent in media discussions. How do you imagine the Soviet media handle each of these topics? Watch the reports below, and do the exercises given. Keep an eye out for whether your expectations of what you will see and hear matches what is shown.

ТОВАРЫ ИЗ ВЬЕТНАМА — Novice High

A. Watch this report to find out:

1. What product does Vietnam ship to the USSR?
2. At which two times of the year is there a high demand for this product?
3. What other products does Vietnam produce for the Soviet women's market?

B. Use context to pick the meanings of these words:

гвоздика:	carnation	violet	houseplant	lilac
швейник:	exporter	florist	fruitgrower	clothesmaker

ШОУ В БЕРЛИНЕ **Novice High**

A. Watch this report to find out:

1. What sort of show was this?
2. How many participants were there?
3. How big was the audience?

B. Russian has a number of words for competition. Determine which ones you heard in this report:

__ **состяза́ние** - contest; game

__ **соревнова́ние** - contest; competition (in sports, for example)

__ **ко́нкурс** - competition (for a place in college, for instance)

__ **конкуре́нция** - process which describes **ко́нкурс**

C. Hundreds and thousands: Review. As you have seen, numbers play a large part in any televised report. Review the numbers of tens, hundreds, and thousands out loud. Pay attention to stress and reduction problems. Particularly tricky areas are indicated in phonetic brackets.

TENS		HUNDREDS		THOUSANDS	
два́дцать		**две́сти**		**две ты́сячи**	[ты́счи]
три́дцать		**три́ста**		**три ты́сячи**	"
со́рок		**четы́реста**		**четы́ре ты́сячи**	"
пятьдесят	[пидися́т]	**пятьсо́т**	[питсо́т]	**пять ты́сяч**	[ты́сич]
шестьдесят	[шыздися́т]	**шестьсо́т**		**шесть ты́сяч**	"
семьдесят	[се́мьдисит]	**семьсо́т**		**семь ты́сяч**	"
восемьдесят	[во́симдисит]	**восемьсо́т**	[васимсо́т]	**восемь ты́сяч**	"
девяносто	[дивино́ста]	**девятьсо́т**	[дивитсо́т]	**де́вять ты́сяч**	"
сто		**ты́сяча**	[ты́сича]	**де́сять ты́сяч**	"

НОВЫЙ ЖУРНАЛ МОД **Novice High**

A. This report is about the reshaping of a new fashion magazine. Watch the report for the following information:

1. Fashion houses from a number of cities were represented at the opening for this magazine. What cities were represented?

2. How many copies of each issue will be printed?

3. Which one of the following statements did you hear in the report?

a. Since the new offices for the magazine will be located on Kuznetsky Most, Kuznetsky Most will become the street of Soviet fashion.
b. The magazine will be hiring reporters from France, Italy, and America to do fashion reviews.
c. Vogue and Glamour will be establishing editorial offices in Moscow to bring word of Soviet fashion to the United States.

B. Key phrases:

Журна́л существу́ет уже́ бо́лее сорока́ лет - The magazine has existed for over 40 years.
Соверше́нно измени́лась его́ конце́пция - It's concept has changed entirely.
моде́ль (она) design, pattern (not "model" like Christie Brinkley)
издава́ться ... тиражо́м - to be published with a circulation of ... copies
удво́ится - will double

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UNIT INTERMEDIATE

THEME CONSUMER GOODS AND SERVICES (p. 50)

КОНЦЕРТ **Intermediate**

A. Watch the report to find out:

1. Where did the concert take place?
2. What is everybody celebrating?
3. The report notes that Soviet trading firms participated in the events for the first time. What are some of their names?
4. What sorts of items were displayed?
5. What does the Czech rock star wish for all women?
6. Where is singer Radig Foments from?

B. Use the report to find out how to say:

new clothing designs
the best dressed man in the hall
I wish all our women happiness and love

C. Prizes for performances - Note these words:

викто́рина - quiz contest
аукцио́н - auction
победи́тель - winner
лауреа́т - winner
облада́тель «гран приз» - winner of the Gran Prix
ко́нкурс - contest
заслу́женный арти́ст - title given to award-winning performers
уча́стник фестива́ля - festival participant
соревнова́ние - competition
соревну́юсь, соревнова́лся - compete

D. Holiday Greetings:

Поздравля́ю (кого-что с чем): Поздравля́ю вас с пра́здником!
Жела́ть / пожела́ть (кому чего): Жела́ю вам сча́стья!

АРМЯНСКАЯ ОБУВЬ **Intermediate**

A. This report touts the quality of shoes produced by a Yerevan factory. Listen for the following information. Then determine whether the report was essentially upbeat or critical.

1. What is special about the factory that produces these shoes?
2. How long has this operation been in business?
3. At what trade fair are these shoes to go on display?
4. How many designs are displayed?
5. How many shoes does this factory turn out in an average month?
6. How many new designs are produced per week?
7. What is the maximum number of shoes produced for an individual design?
8. What is the brand name of the shoes produced here?
9. What countries have become partners in this Yerevan operation?
10. The shoe production here was 700,000 last year. What is the goal set for the end of the five-year plan?

B. Shoetown words:

обувь (она: чего- о́буви) - footwear
сапо́жный - adj. for shoemaking: **сапо́жное иску́сство** - the cobbler's art
сапо́жник - cobbler; shoemaker
сапо́г (они: сапоги́) - boot
па́ра (чего) - pair

C. Other words you will need for this report:

я́рмарка - trade fair
моде́ль (она) - design; pattern
(not model like Christie Brinkley)
ма́рка - brand name
зарубе́жный - foreign
пятиле́тка [питиле́тка] - five year plan

D. Practice with numbers in genitive. Review:

As you can see from this report, numbers in newscasts are given mostly in the genitive because they occur in constructions such as:

PREPOSITION	EXAMPLE
около - approximately	около двухсот машин
свы́ше (более) - more than	свыше трёх миллионов рублей
ни́же (ме́нее) - less than	менее пятисот человек
до - as much (many) as	до двадцати пяти градусов
из (от, с) - from	из семидесяти пяти стран

Note that a number in genitive (or any other declined case) declines for every digit: "of 55" = пят<u>и</u>десят<u>и</u> пят<u>и</u>.

In many cases there is a stress shift, and that leads to severe vowel reduction, which is noted below in brackets. It is important to practice the reduction because if you do not expect to hear it, you will miss the number on tape.

одного́, одно́й	шести́
двух	семи́
трёх	восьми́ [васьми́]
четырёх	девяти́ [дивити́]
пяти́ [пити́]	десяти́ [дисити́]

Teens:
Drop -ь and add -и. Don't change the stress:
оди́ннадцати, двена́дцати, etc.

Tens:

двадцати́ [двацыти́]	шестьдесяти́ [шыстьдисити́]
тридцати́ [трицыти́]	семьдесяти́ [симьдисити́]
сорока́ [сарака́]	восьмьдесяти́ [васьмьдисити́]
пятьдесяти́ [питьдисити́]	девяно́ста [дивино́ста]

Hundreds:
ста, двухсо́т, трёхсот, четырёхсот, пятисо́т, шестисо́т, семисо́т, восьмисо́т, девятисо́т

Thousands:
ты́сячи, двух ты́сяч, трёх ты́сяч, четырёх ты́сяч, пяти́ ты́сяч, etc.

Millions:
миллио́на, двух миллио́нов, пяти миллио́нов, etc.

Billions:
миллиа́рда, двух миллиа́рдов, трёх миллиа́рдов, etc.

ХЛЕБ ДЛЯ КАЖДОГО ИЗ НАС **Intermediate High**

A. Watch this report on bakeries, and answer the questions.

1. Who had complained about poor bread quality?
2. What corrective measures were taken in Saratov?
3. What problem remains in the Moscow area?
4. What was the complaint in Volgograd?
5. Summarize the comments of the speakers interviewed:

   Speaker 1 (white-haired man):

   Speaker 2 (man with glasses):

   Speaker 3 (one of two young women):

   Speaker 4 (older white-haired woman):

   Speaker 5 (woman with glasses):
6. What were some of the reasons the manager gave for the poor selection?
7. What did the commentator have to say about the distinction made between *хлебные отделы* and *булочные*?

B. What do the following words mean?

пека́рня -
бу́лочная -
хле́бный отде́л (магази́на)

C. Use context to figure out the meanings of the following statements:

1. Представители хлебо-пекарной промышленности сообщают, что по просьбе покупателей проводятся большая работа по увеличению хлебо-булочных изделий малой массы, которые *пользуются повышенным спросом.*

2. Этот хлеб *пользуется очень маленьким спросом* со стороны покупателей.

3. Основная причина *жалоб* покупателей - *нечёткая* работа хлебозаводов.

4. Хлеб нормальный, но ближе к вечеру, хлеба нет.

5. В первую очередь снабжáются все булочные, и лишь после - хлебные отделы.

D. Abbreviations with *-ком.* Contemporary Russian is filled with word abbreviations. Some of the most common end in *-ком.* In this report you heard the store manager report that she had written to the executive committee of the city of Volgograd. Listen for how to say "executive committee" in Russian and then figure out the meanings of these committees:

райкóм -
парткóм -
месткóм -

E. Synonyms: which word in each of the following groups of synonyms was used?

1. в своё время, когда-то в прошлом
2. ничего не купúв, с пустúми рукáми
3. неплохой, нормальный, прилúчный
4. администратор, дирéктор, завéдующий
5. начáльство, руковóдство, управлéние

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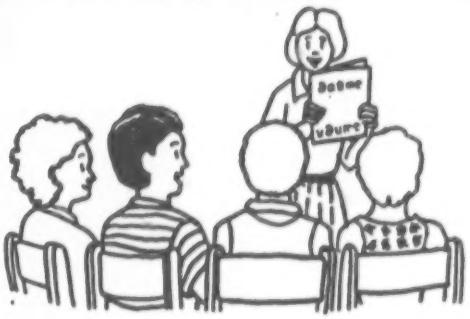

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LEVEL INTERMEDIATE HIGH

THEME CONSUMER GOODS AND SERVICES (p. 55)

ЧАЙ **Intermediate High**

A. Listen to the report and find out:

1. What part of the country is this report from?
2. How much of the country's tea does the area mentioned produce?
3. How are people encouraged to drink tea?
4. What is served in the disco bar?
5. What has happened to the sale of alcoholic beverages since this project was undertaken?
6. What products have taken up the slack of alcohol sales?

B. Note the following words:

(Сколько) приходит на до́лю (чего) - So-and-so accounts for x amount: «60 процентов приходит на долю этого района».
ура́щивать - to grow (a crop)
поколе́ние - generation
тре́звый
чебре́ц - thyme
мя́та - mint
трава́ - herbs; grass
я́года
плод (плоды́) - fruit(s)
многолю́дно = много народу
обстано́вка - surroundings
спосо́бствовать (чему) - encourage (+ abstract noun)
сокраще́ние - cut-back > **сокраща́ть(ся) / сократи́ть(ся)**

C. Now fill in the blanks. Use the report you just listened to as a model.

1. Более семидесяти пяти процентов производства _____ _____ этого района.

2. Традиции, которые связаны с производством чая передаются из _____ в _____.

3. Этот чай заваривается с чебрецом, с мятой и с другими _____ _____, придающими напитку неповторимый вкус.

4. В уютной по домашнему _____ можно поговорить с друзьями или просто отдохнуть.

5. Инициативность, настойчивость, поиск работников торговли немало способствовал _____ употреблению в городе алгогольных _____.

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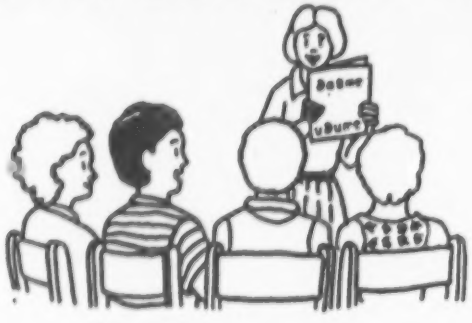

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UNIT ADVANCED

THEME CONSUMER GOODS AND SERVICES (p. 57)

ФРУКТОВЫЕ ДОБАВКИ **Advanced**

This report is about an exhibition on fruit additives set up by Gosagroprom, the state agricultural industrial organization.

A. Watch the report and answer the questions.

1. What is the main point of the report?

a. Fruit additives result in healthier, more cheaply processed foods.
b. Manufacturers can best use fruit for non-alcoholic products.
c. New food processing methods permit a wider variety of preserves.
d. Consumers should switch from sugar and starch desserts to fruit.

2. What is the one critical aspect of the report?

a. The new products have not received wide distribution.
b. People steadfastly refuse to buy the new products.
c. The new products have been improperly packaged.
d. The new products are good for you but unappetizing.

3. Who was *not* represented at the exhibit?

a. The Nutrition Research Institute.
b. The dairy, bread, and meat industries.
c. Food processors from the USSR republics.
d. The Soviet Ministry of Trade.

C. Useful words

порошки́ - powder mix
сырьё - raw products
нови́нка - novelty
сокраща́ть / сократи́ть - to cut back
спирт - alcohol
те́сто - dough
нау́чно-иссле́довательский интститут (НИИ) - research institute
обще́ственное пита́ние - public nutrition
изде́лие - food product

D. Find out how to say the following in Russian:

milk products -
fruit additives -
berry additives -
candy manufacturers -
applesauce -

АПТЕЧНОЕ УПРАВЛЕНИЕ МОСКВЫ **Advanced**

A. Watch the report for the following information:

1. Name one of the things that the reporter complains about in his piece on the Moscow pharmaceutical distribution center.
2. What does the director say about how much longer this situation is likely to continue?
3. Why isn't the distribution center automated?

B. Words you will need:

склад (на скла́де) - warehouse
подсо́бное помеще́ние - basement housing
вы́веска - sign
ощуще́ние - feeling
плачевный - deplorable
временный - temporary
Моссовет - Moscow City Council
слу́жба здравохране́ния - health services

C. In what contexts were the following expressions used?

Ра́зве возмо́жна в такой тесноте́ автоматиза́ция произво́дства?
А это СТОЛИЧНОЕ аптекоуправле́ние!
Первое ощуще́ние было "не туда́ попа́ли".
Хотелось бы вы́сказать наде́жду на то, что рассмо́трен будет вопрос, чтобы мы вместе со слу́жбой здравохране́ния были как-то ря́дом.

Instructional Materials for the Less Commonly Taught Languages

TEACHING LISTENING IN RUSSIAN

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LEVEL INTERMEDIATE

MEDIUM FEATURE FILM (p. 59)

FEATURE FILMS

The Soviet film industry, after years of dedication to revolutionary fervor (as personified by Sergei Eisentein, Pudovskin and Dovzhenko in the early period of Soviet power) began to feel comfortable with the notion of *commercial* film-making in the 1970s. A prime example of such a commercial film is **«Большая перемена»**, produced by ***Mosfilm*** for Soviet television in 1974.

Большая перемена is no cinematic tour de force. But it is enjoyable and easy to follow even with a minimum amount of comprehension skills. As in the exercises that you have done before, do not try to understand every word. Do only what is asked of you. Use the pictures on the screen and the context of the situation to help you along. And enjoy!

БОЛЬШАЯ ПЕРЕМЕНА, ЧАСТЬ I

Большая перемена is a popular 1974 made-for-television movie, set in a Southern Russian industrial city. The hero, *Нестор Петрович Северов*, is a brilliant college graduate who becomes an adult education teacher. As you will see, the adults in his class are really just grown-up children.

In Part I, Nestor takes his graduate entrance exams. Keep in mind that graduate study in the Soviet Union is taken much more seriously than in the United States, and competition for the handful of slots in each institution is fierce. Entrance exams are oral. Graduate degrees are also taken more seriously. The degree of *кандидат наук* is more prestigious than our master's degree, but not quite equivalent to an American doctorate. A *доктор наук*, however, has completed the most rigorous of requirements, including a published dissertation. The degree is awarded to few and is practically unattainable before the onset of middle age.

The other characters you will meet in Part I are *профессор Виктор Иванович Волосюк, Полина,* and *Ваня.* As you watch the film, determine what role each plays.

A. As you watch the film keep the following questions in mind.

1. What sort of student is Néstor?
2. What is Vanya's relationship to Polina? Does it change?
3. What "line" does Néstor use to introduce himself to Polina?
4. How far along is Néstor is his studies?
5. What is Néstor's major?
6. Polina calls Vanya. Where does she tell him to meet her?
7. What is the surprise in store for Ványa?
8. Why is Polina at the institute on the day of Néstor's exam?
9. Is Néstor worried about the outcome of the exam?
10. What form does the exam take?
11. What exchange takes place between Polina and Professor Volosyuk?
12. Volosyuk tells Nestor: *Истина* (truth) *дороже.* What is the outcome of the exam?
13. In its narrow meaning *наука* is usually translated as *science.* Is that meaning appropriate in this film?
14. What happens to the relationship between Nestor and Polina after the exam?
15. What does Polina say about Vanya as a friend?

B. You will find the following phrases helpful:

Разреши́те вами восхища́ться - Allow me to compliment you...
Вы меня́ досто́йны - You are worthy of me.
дре́вние славя́не - ancient Slavs
сало́н для новобра́чных - store for newlyweds
дога́дываться - guess
Значит, не возража́ешь? - So you have no objections?
Друго́го това́ра нет - There's nothing else in stock.
большо́е го́ре - misery
появи́лся конкуре́нт - a competitor (applicant) has shown up
провали́ться (провалю́сь, прова́лишься) - to fail (in school, on an exam, etc.)
сопе́рник - rival, competitor: **сопе́рничество**
сомнева́ться - doubt
ло́бное ме́сто - place of execution or beheading
но́вая публика́ция
Вы не винова́ты - You're not to blame.
сдава́ться (сдаю́сь, сдаёшься) - give up
рожда́ться за́ново - to be reborn from the start
у́мница =/= глупе́ц
не поня́ть (по́нял) и́стинное призва́ние - not realize one's true calling in life
трус - coward
тря́пка - rag (literally and figuratively)
ока́зывать / оказа́ть (кому) помощь = помога́ть

БОЛЬШАЯ ПЕРЕМЕНА, ЧАСТЬ II

Part II opens with Nestor Severov's first look at his new place of employment: a local school, which in the evenings serves the working community as a school for high school equivalency.

As part of his rites of initiation, Nestor is made *классный руководитель* of the school's worst group, class 9-A (ninth grade, group A). The *классный руководитель* is somewhat like a homeroom teacher, but he has many more responsibilities: he answers for the students' attendance, as well as the general course of their work over the school year.

The characters you will meet in this segment are given in their order of appearence.

Тётя Гла́ша – го́рчичная
Диретор школы
Татьяна Плавловна– за́вуч (vice-principal)
Светла́на Афана́сьевна – учительница русского языка
Григо́рий Ганжа́ – «трудный» учени́к
Не́лли Леднёва – учени́ца
Леднёв – ее отец *(played by Evgeny Leonov, one of the USSR's most prolific character actors).*
Отто Фу́кин – ученик-украйнец
Ге́на Ля́пишев – учени́к, работающий вторую сме́ну

A. Watch this segment paying attention to the following:

1. Who does the cleaning lady think Nestor is? What is her comment when she finds out the truth?
2. What are some of the differences between children and adults as students?
3. What paper does Nestor accidentally give the principal instead of his diploma?
4. Why are all the teachers so excited about Nestor's arrival?
5. Where is Nestor sent to look for Ganzhá. Who does Ganzhá take Nestor for?
6. What happens when Nestor first enters the classroom?
7. What does he ask Nelli Lednyova to do?
8. Why do all the students laugh at Nestor's threat to her?
9. What happens when Nestor asks his first question (on Otto Bismarck)?
10. What does Nestor promise to do for Lyapishev?
11. Why does Ganzhá get a two on his composition?
12. What argument does Nelli have with her father?
13. Who turns out to be the Lednyovs' next door neighbor?

B. Useful words

отстава́ть (отстаю́) / отста́ть (отста́ну) (по чему) - to be behind (in something)
привести́ (что-кого) в поря́док - to straighten (something) up
пря́таться (пря́чусь, пря́чется) / спря́таться - to hide (oneself)
Ни пу́ха (вам) ни пера́ - Break a leg. *(The standard answer to this is* **К чёрту!** *which Nestor is hesitant to say to an elderly superior).*
ста́роста - "class president" *The* ста́роста *is responsible for reporting attendance to the* **классный руководитель.** *He is also supposed to help those students who are doing poorly.*
вызыва́ть / вы́звать (вы́зовут) кого-что куда - to call someone (e.g. parents) in; **вы́звать (ученика́)** - to call on (a student)
проходи́ть / пройти́ материа́л - to cover material (in class)
обеща́ть (обеща́ют) кому - to promise
вести́ себя - to behave (said of people only): *Не умеешь себя вести в культурном обществе!*
сам, сама́, са́ми + adj. - You're the one that's... **Сам сухо́й, сам чёрствый!** - You're the one who's dry and brittle!
влюбля́ться / влюби́ться (в кого-что) - to fall in love (with someone.

C. Who says the following things and in what contexts are they said?

Этот несно́сный Ганжа́ опять спря́тался от меня!
Дуй отсюда, уваля́й!
Как вы обращаетесь с учительницей!
Сейчас же прекрати́те база́р!
Вы заде́рживаете класс!
Мы это не проходи́ли!
Хо́дишь в школу, хо́дишь, а потом бац! Вторая сме́на...! - You spend your time going to school, and then zap! You have to work second shift!
Я поговорю с вашим нача́льством.
Гол!
Вы мне понра́витесь, когда напишете сочинение на пять.
В твои годы не бе́гают в школу!

D. Song at the end of Part 1.

Мы выбираем, нас выбирают,
Как это часто не совпадает.
Я за тобою следую тенью,
Я привыкаю к несовпадениям.

Я привыкаю, я тебе рада,
Ты не узнаешь, да и не надо,
Ты не узнаешь и не поможешь...
Что не сложилось, вместе не сложишь.

Кто ошибётся, кто угадает?
Разное счастье нам выпадает.
Часто простое кажется вздорным,
Чёрное белым, белое чёрным.

БОЛЬШАЯ ПЕРЕМЕНА, ЧАСТЬ III

In this episode Nestor tries to adjust to his new life. His first job, of course, is to gain control over the unruly 9-A class. He also must deal with the plant where the students work to free up time so that they can attend school.

1. СЕРЬЕЗНЫЙ РАЗГОВОР МЕЖДУ ГАНЖОЙ И СВЕТЛАНА АФАНАСЬЕВНОЙ

A. Watch this segment paying attention to the following:

1. How does Ganzha entice Svetlana Afanasievna up to his apartment?
2. What does Svetlana Afanasievna want to talk to Ganzha about?
3. What do we find out about Ganzha and Svetlana once they are in the apartment?
4. What does Ganzha threaten to do if Svetlana doesn't begin giving him good grades?

B. Useful words

переступа́ть/переступи́ть порог - to cross the threshold (entrance).
дво́ечник = ученик, который получает двойки
скрыва́ть/скры́ть (скро́ешь) - to hide
(кому) надое́ло - (someone) is fed up: *Мне надоело все это скрывать!*
Всё оста́нется по пре́жнему - Everything will stay the same.

C. Find out how to say in Russian:

You'll never give me an A!
To switch schools

2. НЕСТОР ПРИНИМАЕТСЯ ЗА РАБОТУ

A. In this part we meet Gena Lyapishev's foreman, Petrykin. Watch the text with these questions in mind.

1. What does the principal give Nestor a pep talk about?
2. How does she define the job Nestor has ahead of him?
3. What motivates her concern?
4. Nestor goes to the plant to get Lyapishev switched to first shift so that he can attend school at night. How does the boss react to Nestor's suggestion that Lyapishev trade shifts with Petrykin, his foreman?
5. How does Petrykin react to the suggestion? How does he compare himself to Nestor?
6. What does Nestor want to prove to Petrykin?
7. How do Nelli's feelings about Nestor become apparent at the plant?
8. What does Fukin's wife think when Nestor first comes to see why her husband is never in class?

B. Useful expressions:

производственник
посещáть школу - to attend school (i.e. not cutting class)
Такие штýчки пáхнут судóм - Tricks like that smell of trouble in court.
постановлéние (о чем) - set of guidelines: *Вы читали новое постановление о вечерней школе?*
обходúться/обойтúсь (без чего) - to do (without something): *Тут без высшей математики не обойдёшься.*
жмот - jerk
натворúть - to cause a mess: *А он что натворил?*

3. НЕСТОР И ГАНЖА

A. Watch this segment.

1. Why has Nestor come to Ganzha's house?
2. How does Ganzha explain Svetlana's portrait on the wall.
3. How does Nestor interpret matters?
4. What does Ganzha say about Svetlana's feelings for him?
5. What does Nestor tell Ganzha about how he should channel his feelings?
6. Why is Nestor surprised when he comes back to get the bags that Svetlana "forgot"?
7. What does Nestor tell Svetlana at school? How does she react?

B. Useful expressions.

нева́жно = плохо
жа́ловаться: жа́луюсь (на кого-что) - to complain
поведе́ние - behavior: Дело в том, что мы не знаем причину моего поведения.
получа́ться/получи́ться - to turn out (good or bad): Эта фотография очень удачно получилась.
относи́ться (к кому-чему) - to feel (about someone): Как она к вам относится?
меша́ть (кому делать что) - to interfere (with someone's doing something)
наоборо́т - just the opposite; *au contraire*
уделя́ть/удели́ть (кому-чему) внимание - to pay attention (to something)

C. How do you say the following in Russian?

You and I have to do something about you!
This is a pretty nice place you have here.
If he loved me, he'd get A's and B's.

4. НА УРОКЕ

A. Watch this segment and answer the questions. Note that the younger students refer to Stepan Lednyov using the short form of his отчество alone: Степаныч to show warm familiarity.

1. Why is Nestor sitting in on this class?
2. What writer is Fukin reporting on?
3. What does Nestor say after class about Svetlana's treatment of Ganzha?

B. Useful expressions:

причеса́ться - to comb one's hair
урони́ть - to drop: Это конечно вы уронили книгу!
К доске́!
«Я вас люблю»... сказала Ольга Линская Обломову...

5. НЕСТОР СЕВЕРОВ И ВАНЯ ФЕДОСКИН

A. Watch the encounter between Nestor and Polina's old flame Vanya.

1. What is Nestor's purpose in seeing Vanya?
2. What position does Vanya have in class?
3. How does Nestor try to make Vanya show respect for him as a teacher?
4. What does Vanya assume about Nestor and Polina?
5. What is Nestor led to believe about Polina and Vanya?
6. What conversation takes place between Vanya and Nelli?

B. Useful expressions:

недооце́нивать - to underestimate
неве́ста - fiancée: *Он женился на моей невесте.*

C. Who says the following?

1. You think love is people sighing on a park bench? It's life's hard truth: hellish torture!
2. He's not my type. But he's okay as a teacher.

6. НЕСТОР СПАСАЕТ ФЕДОСКИНА

A. In this segment Vanya is involved in an industrial accident and needs a blood transfusion.

1. Why does Nestor insist on giving blood for Vanya's transfusion?
2. Whose blood does Vanya think he has received?
3. What does he say when he finds out the truth?
4. What was said about "Nestor's great victory over Petrykin's selfishness"? What does that mean for Lyapishev?

B. Useful words.

переливáние крóви
совпадáть/совпáсть - to coincide, to be the same: *У вас может не совпасть группа крови.*
бюллетень - doctor's excuse (for work missed)
запáс - reserve: *У нас есть свои запасы крови.*
(кому) жалко (кого-что) - *Мне старика жалко.*
извнутри́ - from within
эгои́зм - selfishness > **эгои́ст**

7. ГАНЖУ ЗАБРАЛИ В МИЛИЦИЮ, ЛЯПИШЕВ СБЕЖАЛ...

A. In this segment Svetlana reports that while at work Ganzha was arrested for "deriding another human being" (*издевательство над человеком*). When Nestor notes that Ganzha's arrest will require that a member of his family be called into school, Svetlana breaks down and cries: *я пришла.* If that weren't enough, Lyapishev, for whom Nestor has fought so hard, betrays his teachers. All of these events have taken its toll on Severov. Watch the segment and find out:

1. What is Svetlana forced to tell Nestor?
2. What happens once Lyapishev is free of his second shift duties?
3. What do the students decide about their behavior in class once Nestor is asleep.
4. Describe Nestor's dream.
5. Why does Nestor go to see the principal after he wakes up.
6. Of what does the principal accuse him? What does she order him to do?

B. Vocabulary

отсу́тствовать : *Кто отсутствует?*
я́беда - tattle-tale: *Он жалуется на нас кому-то, может быть директору!*
взлете́ть - to take off (of a plane): *Самолет не взлетит!*
изгна́ть (откуда) = вы́гнать
усну́ть
снисхожде́ние - condescension, coddling

C. Based on the film, how would you say:

I dozed off in class
I am not worthy of any coddling.
They called me too late. Otherwise I wouldn't have let you into class.

БОЛЬШАЯ ПЕРЕМЕНА ЧАСТЬ IV

Part IV shows us Nestor at his best. His nemesis Vanya Fedoskin feels obligated to return to school because of Nestor's life-saving blood donation. He enters the class still in his hospital garb, apologizing for not having brought his bookbag.

Meanwhile Ganzha, up to his old tricks, has been ordered by his supervisor at work to attend class in the presence of a police officer. He manages to make a fool of both teachers and the cop.

Aleksandr Petrykin, the plant foreman is still smarting from having been tricked into giving up his first shift so that Gena could go to school. Now Petrykin comes back to make sure that whatever remaining free time Gena has is spent "culturally": no dances, no ferris wheels, and no girlfriend.

Back at school Svetlana is now convinced that Ganzha's poor performance in school means that he really doesn't love her. Ganzha returns home from his last "probationary" meeting with his police guardians to an unpleasant surprise. Watch for the fight between Sveta and Ganzha. Find out why Nestor refuses to intercede on Ganzha's behalf.

Over at Nelli's house Lednyov has gone back to his books, but he finds himself too tired to study seriously. He decides to try sleep learning (*"научный метод"*), which produces hilarious results later.

Nelli herself is still secretly after Nestor's heart and constantly bakes him things to eat, which she has Tetya Glasha deliver. An incident in class gives her secret activity away, much to her distress.

Despite such classroom incidents, Nestor has grown accustomed to his new role in life, as Professor Volosyuk finds out when he runs into Nestor and his students on the bus. The chance meeting, however, inspires one of Nestor's students to apply immediately to *аспирантура* (without the formality of finishing high school). Whom should he meet at the *педогогический институт* but Polina, Nestor's old flame.

Nestor's student very quickly establishes that graduate school is not the thing for him to do right now. After all, the stipend, ninety bucks (*"90 рэ"*) does not allow for high living.

Nevertheless, the meeting prompts Polina to come to school to see her onetime fiancee, who by now is the most popular teacher in the school with his own history fan club. Vanya, of course, still thinks that Polina is married to Nestor (*"На своего полюбоваться пришла?"*).

The quarter has finally come to an end, and it's time for the *последний бал*, where all the loose ends are tied up. Watch and find out:

1. What does Nestor convince Gena's girlfriend to do?
2. What conversation takes place between Fedoskin and Severov?
3. What conversation does Nestor have with Svetlana?
4. What does Vanya end up saying to Polina?
5. What happens between Nelli and Nestor?
6. Who does Nestor end up with in the белый танец? (What *is* a белый танец?)

EVALUATION FORM

We would appreciate your evaluation of the enclosed materials. Your comments and suggestions will assist us with future projects. Thank you.

1) Is this material usable in the classes that you teach?
Why or why not?

2) Did you use these materials? If so, with which level(s) of students?

3) Which activity did you find most useful?

least useful?

How did your students react to these activities?

4) Are there aspects of these materials that are insufficiently explained? Please be as specific as possible.

5) Did you find the categories and organization helpful for quick reference and use?

6) General comments and suggestions (use back of this sheet if more space is needed)

Name (optional)_____

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